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AUTHOR	Lovelace, Bill E.; LaBrecque, Suzanne V.
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ABSTRACT

One part of a five-phase study was conducted to develop a database that identifies the professional improvement needs of postsecondary technical/vocational administrators as expressed by individuals responding to a survey and to disseminate the findings of the needs assessment to the coordinators/directors of local institutions for planning faculty development. Information was gathered through a review of literature that identified competencies/tasks performed by individuals employed in the administration of technical/vocational programs. These tasks were then validated by practitioners at four Texas colleges. A needs assessment was conducted by mailing questionnaires to coordinators/directors of faculty development asking for their present and desired levels of development for 133 task/competency statements. Biographical information also was collected. The study found that 54 percent of the 438 administrators who responded felt that their institutions did not provide assistance in developing a plan for professional development. The respondents indicated a need for professional development in all 133 competency/task statements on the questionnaire, with the most pressing needs related to program planning, development, and evaluation. Recommendations were made to develop more extensive professional development programs for postsecondary administrators. (Appendixes include a job inventory survey and the needs assessment questionnaire.) (KC)

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ED335551

PROFESSIONAL IMPROVEMENT ASSESSMENT PROJECT

SUMMARY REPORT OF PROFESSIONAL IMPROVEMENT NEEDS OF

ADMINISTRATORS OF POSTSECONDARY TECHNICAL/VOCATIONAL PROGRAMS

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Suzanne V. LaBrecque

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Project Staff:	Dr. Suzanne V. LaBrecque, Administrator Dr. Bill E. Lovelace, Project Director Sherry Shelby, Research Assistant School of Human Resource Management University of North Texas Denton, Texas
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I. INTRODUCTION

Background

This summary report is one of five summary reports generated by the Professional Improvement Assessment project. The Professional Improvement Assessment project was conducted by the University of North Texas. The University of North Texas was the successful bidder for the Coordinating Board's RFP:

> 1300-B, an assessment of current institutional policies and activities with respect to funding and other support of faculty development, and development of case studies of effective models for dissemination to encourage implementation of effective practices and/or workshops.

The objectives of the approved project were:

A. Conduct an assessment of technical/vocational faculty and staff (administrators, counselors) professional development activities currently being conducted by Texas community/junior colleges and technical institutes.

B. Prepare and disseminate the results of the assessments.

C. Evaluate the project in terms of project installation, process, and products.

Statement of the Problem

The major purpose of this phase of the study was to develop a database that identified the professional improvement needs of postsecondary technical/vocational personnel as expressed by individuals responding to the survey. Two anticipated results of the project were:

1. The establishment of a database that could be used by staff of the Community College and Technical Institutes Division of the

Coordinating Board in making management decisions to improve, modernize, and develop a higher quality of statewide postsecondary technical/vocational professional improvement activities; and

2. Disseminate the findings of the needs assessment to the coordinator/directors of local institutional plans for faculty development.

Significance of the Study

The identification of the professional improvement needs of administrators of postsecondary technical/vocational programs is essential for the well-being of both students and instructors. Preparation and professional improvement activities conducted by teacher education institutions for technical and vocational personnel have, in the past, been directed almost exclusively at the secondary level. Teacher education institutions have addressed very well the preparation and professional improvement of faculty for general and academic areas of postsecondary education. It is projected, that as long as subject mastery for technical/vocational programs is best achieved by work experience, the professional education for postsecondary technical/vocational instructors will continue to be provided through inservice professional improvement activities.

Therefore, a critical void of professional preparation/improvement exists for postsecondary technical/vocational personnel. Primarily this void is the lack of identified professional competencies being developed through organized courses by teacher education institutions.

Further, it is essential that the individual's own perception of professional improvement needs become the basis for the instructional content of any professional improvement activity or organized course designed to meet the professional development needs of administrators of postsecondary technical/vocational education.

II. PROCEDURES

One of the major tasks performed in the achievement of objective "A" was to conduct a statewide assessment of professional development needs of full-time postsecondary technical/vocational administrators.

The project staff conducted a review of the literature to identify competencies/ tasks performed by individuals employed in the administration of technical/vocational programs. A list of competency/task statements and a draft of a format for validating the competency/task statements was submitted to the project advisory committee for review and approval or recommendations for approval. The format "Job Inventory Survey" for validating competencies/tasks of incumbent workers and the task/competency statements were approved by the advisory committee members. A copy of the job inventory survey is presented in Appendix A.

The statements on the job inventory survey were validated by practitioners at TSTI-Waco, Texas Southmost College, South Plains College, and College of the Mainland.

The statements which were validated at the four postsecondary institutions were then placed on the three professional improvement needs assessment questionnaires. The format for the professional improvement needs assessment questionnaire was approved by the project advisory committee on July 25, 1990. A copy of the needs assessment questionnaire for Administrators of Postsecondary Technical/Vocational Programs is presented in Appendix B.

The needs assessment was conducted by mailing the questionnaires to the coordinator/director of the institutional plan for faculty development. The coordinator/director distributed and collected the questionnaires on their respective campus. Administrators responding to the questionnaires completed the survey form and returned it to the coordinator/director in a sealed envelope. The coordinator/director mailed the completed questionnaires to the University of North Texas for analysis and reporting. A complete description of the procedures for conducting the project is printed in the Final Report sent to the Coordinating Board. Other summary reports resulting from this project are:

- Summary Report of the Professional Improvement Needs of Postsecondary Career Counselors;
- Summary Report of the Professional Improvement Needs of Faculty For Postsecondary Health Occupations Programs;
- A Compilation of Reported Professional Development Activities and Effective Models of Faculty Development for Postsecondary Technical/Vocational Personnel; and
- Summary Report of Policies/Procedures of Postsecondary Institutional Plans For Faculty Development.

III. PRESENTATION OF FINDINGS

The findings of the professional development needs assessment is presented under the headings of biographical information and professional development needs. In most cases the findings are presented in terms of the percent of individuals responding to a question or statement. Only whole numbers were used in the tabulations, therefore the total of responses will not necessarily equal to 100 percent.

Biographical Information

Biographical information about the respondents was collected in the areas of educational attainment, employment experience, professional improvement, and perception of local institutional faculty development activities. For the purpose of this assessment, administrators of postsecondary technical/vocational programs includes deans/directors and division/program chair/directors. The compilations of the biographical data reported for administrators of postsecondary technical/vocational programs is presented in Table 1.

It was found that seventy-two percent of the responding administrators had attained educational degrees above the bachelor's level. Only eleven percent of the administrators had taught a vocational subject at the secondary level. Seventy-six percent of the administrators had one or more years of teaching a technical/vocational course at the postsecondary level.

TABLE 1

Biographical Information
of
Administrators of Postsecondary
Technical/Vocational Programs

Highest level of educational attainment	Percent of Respondents
High School/GED	1 %
Technical Diploma	3 %
Associate Degree	5 %
Bachelor's Degree	18 %
Master's Degree	48 %
Doctorate	24 %

Secondary Teaching Experience

Teaching Academic Subjects		Teaching Vocational Subjects	
No. of Years	Percent of Respondents	No. of Years	Percent of Respondents
1 - 5	10 %	1 - 5	8 %
6 - 10	4 %	6 - 10	2 %
11 or more	1 %	11 or more	1 %

Postsecondary Teaching Experience

Teaching Academic Subjects		Teaching Technical/Vocational Subjects	
No. of Years	Percent of Respondents	No. of Years	Percent of Respondents
1 - 5	8 %	1 - 5	13 %
6 - 10	6 %	6 - 10	20 %
11 or more	13 %	11 or more	46 %

TABLE 1 (cont.)

Administrator/Supervisor Experience

	Secondary		Postsecondary	
1 - 5	4	%	35	%
6 - 10	2	%	22	%
11 or more	0	%	29	%

Employment Outside of Education

No. of Years of employment experience	Respondents employed by business, industry, or government	Respondents having experience through self employment
1 - 5	32 %	24 %
6 - 10	25 %	12 %
11 or more	30 %	14 %

Respondents presently pursuing a degree

Bachelor's 5 % Master's 9 % Doctorate 13 %

Respondents completing professional vocational teacher education courses

No courses	36 %	7 - 9 courses	6 %
1 - 3 courses	23 %	10 - 15 courses	7 %
4 - 6 courses	17 %	More than 15 courses	10 %

TABLE 1 (cont.)

Respondents completing professional vocational teacher education during the past two years

None 75 % 1 course 10 % 2 courses 6 %

3 courses 2 % 4 or more courses 7 %

Are technical/vocational faculty (includes administrators and career counselors) at your institution required to participate in professional improvement activities?

73 % Yes 27 % No

Do you feel that the present in-service staff development efforts in your institution are adequate?

46 % Yes 54 % No

Are faculty in your institution provided useful assistance in developing a personalized plan for professional development?

46 % Yes 54 % No

It was observed that fourteen percent of the responding administrators had less than one year of experience as an administrator of postsecondary technical/vocational education. Twenty-nine percent reported having eleven or more years of administrative experience in postsecondary technical/vocational education.

It was found that thirty-six percent of the responding administrators had not completed any professional vocational teacher education courses. Of the sixty-four percent who had completed vocational teacher education courses, seventy-five percent had not completed any of the courses during the last two years.

Fifty-four percent of the respondents felt that the present in-service staff development efforts of their institution was inadequate. Only forty-six percent of the respondents felt that the institutions provided them with useful assistance in developing a personalized plan for professional development.

Professional Development Needs

The priorities for the professional development needs of administrators of postsecondary technical/vocational programs are presented in Table 2. The 133 competency/task statements are listed in a descending rank order according to the adjusted need index. The upper quartile of the ranked professional development needs of the administrators ranged from an adjusted need index of 6.00 to 9.50. The lowest adjusted need index for the 133 statements was 2.5.

In the upper quartile of the competency/task statements, seventeen of the statements were in the professional development category "A: Program Planning, Development, and Evaluation."

TABLE 2

PROFESSIONAL DEVELOPMENT NEEDS OF ADMINISTRATORS OF POSTSECONDARY TECHNICAL/VOCATIONAL PROGRAMS

Statement Number	Valid Cases	Competency/Task Statement	Adjusted Need Index
I5	80	Locate Sources of Funds for Program Development and Operation	9.50
A34	115	Develop 2+2(+2) Programs	9.25
A6	135	Obtain State and Federal Services and Resources for Program Development	9.10
A28	121	Write Proposals for the Funding of New Programs and the Improvement of Existing Programs	8.70
A33	123	Prepare Program Articulation Agreements with Secondary Schools	7.95
A29	76	Coordinate Local Demonstration, Pilot and Exemplary Programs	7.90
A30	50	Design and Oversee Local Research Studies	7.80
D20	68	Provide Guidance to the Staff on Legal Matters Affecting the School Program	7.80
A35	162	Install Competency-Based Instructional System	7.50
F9	50	Participate in the Development of Vocational Education Legislation	7.40
E9	66	Arrange for Staff Exchanges With Business and Industry	7.25
A18	155	Develop Plans For Evaluating Instructional Programs	7.15
I3	123	Prepare Long-Range Budgets Based on Total Program Requirements	7.05
A31	116	Interpret and Use Research Results for Program Development and Improvement	6.95
B12	116	Guide the Articulation of Secondary and Postsecondary Vocational Program Objectives	6.95
A21	119	Design and Select Instruments for Evaluating the Instructional Program	6.85
G1	121	Develop a Plan for Promoting Good Public Relations	6.75
A32	89	Develop Supplemental/Remedial Instructional Programs to Meet Student Needs	6.70

TABLE 2 (continued)

PROFESSIONAL DEVELOPMENT NEEDS
OF ADMINISTRATORS OF POSTSECONDARY
TECHNICAL/VOCATIONAL PROGRAMS

Statement Number	Valid Cases	Competency/Task Statement	Adjusted Need Index
I4	118	Analyze the Cost of Operating Various Instructional Programs	6.70
E4	39	Establish and Maintain a Staff Learning Resources Center	6.55
A24	155	Analyze Student and Employer Follow-Up Studies	6.50
D9	125	Resolve Staff Grievances and Complaints	6.50
A23	128	Initiate Student and Employer Follow-Up Studies	6.40
C7	97	Interpret and Apply Student Rights, Laws, and Regulations	6.40
F14	151	Apply Management By Objectives (MBO) Techniques to Personal Work Assignment	6.40
A22	184	Evaluate the Effectiveness of the Instructional Program	6.35
A9	191	Prepare and Update Long-Range Program Plan	6.35
B6	165	Guide Staff in Selecting and Using Effective Instructional Strategies (Such as Individualized Instruction)	6.35
E1	148	Assess Staff Development Needs	6.30
D22	56	Interpret and Apply Labor Laws and Regulations	6.25
A3	173	Direct Occupational Analysis for Use in Curriculum Development	6.15
A2	112	Collect and Analyze Manpower	6.10
D10	51	Interpret the Staff Benefits Program	6.00
B14	90	Maintain a Learning Resources Center for Students	5.95
F15	180	Develop Cooperative Problem-Solving and Decision-Making Skills	5.90
E3	137	Counsel with Staff Regarding Personnel Development Needs and Activities	5.85
A7	147	Cooperate With District, County, Regional, and State Agencies in Developing and Operating Vocational Programs	5.80

TABLE 2 (continued)

PROFESSIONAL DEVELOPMENT NEEDS
OF ADMINISTRATORS OF POSTSECONDARY
TECHNICAL/VOCATIONAL PROGRAMS

Statement Number	Valid Cases	Competency/Task Statement	Adjusted Need Index
D18	187	Observe and Evaluate Staff Performance	5.80
E5	83	Conduct Workshops and Other Inservice Programs for Professional Personnel	5.80
A11	78	Coordinate District Curriculum Development Efforts	5.70
A27	77	Analyze the School's and Community's Feelings Toward Educational Change	5.70
A8	188	Prepare Annual Program Plans	5.65
C6	102	Provide for a Student Record-Keeping System	5.65
D15	98	Provide for a Staff Record-Keeping System	5.60
E2	73	Assist in the Preparation of Individual Staff Profiles	5.60
G5	177	Develop Working Relationships with Employers and Agencies	5.60
A26	165	Assess Student Testing and Grading Procedures	5.55
B8	106	Provide for Cooperative Education Programs	5.55
C5	76	Oversee Job Placement and Follow-Up Services of Technical/Vocational Students	5.55
D23	72	Interpret and Apply Affirmative Action Laws and Regulations	5.55
G14	71	Write News Releases for College and Area Media	5.55
G7	108	Involve Community Leaders (Political and Non-Political) in School Programs and Activities	5.55
C1	127	Oversee Student Recruitment Activities	5.50
F16	180	Assess Personal Performance as an Administrator	5.50
A10	190	Develop Program Goals, Objectives, and Performance Measures for Technical/Vocational Programs and Courses	5.45
E8	45	Provide for Preservice Programs for Professional Personnel	5.45

TABLE 2 (continued)

PROFESSIONAL DEVELOPMENT NEEDS
OF ADMINISTRATORS OF POSTSECONDARY
TECHNICAL/VOCATIONAL PROGRAMS

Statement Number	Valid Cases	Competency/Task Statement	Adjusted Need Index
G6	110	Prepare and Recommend Cooperative Agreements with Other Agencies	5.45
A16	104	Interpret and Apply State and/or Federal Vocational Education Legislation	5.40
A17	94	Interpret and Apply Other Relevant State and Federal Legislation (Such as JTPA)	5.35
A20	124	Involve External Evaluation Personnel in Assessing Program Effectiveness	5.35
F8	73	Assist with the Development of State and/or Federal Plans for Vocational Education	5.35
B9	95	Provide for Supplemental/Remedial Instructional Programs	5.30
I2	183	Prepare and Regulate Program Budgets	5.30
B15	129	Provide for the Integration of Basic Academic Skills and Occupational Instruction	5.25
B7	121	Promote the Integration of Vocational Student Organizational Activities into the Instructional Program	5.25
E10	74	Evaluate Staff Development Programs	5.25
F11	153	Represent Instructor Interests and Concerns to Other Administrators and the Board	5.25
H4	129	Interpret and Apply Health and Safety Laws and Regulations	5.25
A25	197	Recommend Curriculum Revisions Based on Evaluation Change	5.10
A4	174	Direct the Identification of Entry-Level Requirements for Jobs	5.10
E6	115	Arrange for Workshops and Other Inservice Programs for Professional Personnel	5.10
G2	57	Prepare and Recommend Public Relations and Communications Policies	5.10
D11	142	Counsel and Advise Staff on Professional Matters	5.05
F12	202	Develop Effective Interpersonal Skills	5.05

TABLE 2 (continued)

PROFESSIONAL DEVELOPMENT NEEDS
OF ADMINISTRATORS OF POSTSECONDARY
TECHNICAL/VOCATIONAL PROGRAMS

Statement Number	Valid Cases	Competency/Task Statement	Adjusted Need Index
A19	80	Direct Self-Evaluation of the District Vocational Programs	5.00
B10	104	Provide Programs For Special Populations	5.00
G3	157	Coordinate Use of Occupational (Craft) Advisory Committees	5.00
I1	35	Establish Receiving and Shipping Procedures	5.00
D6	181	Recruit and Interview Potential Staff	4.95
C4	53	Oversee Students' Career Guidance and Assessment Services	4.90
H2	157	Plan Space Requirements for Programs	4.90
A1	156	Survey Student Interests	4.85
D1	75	Prepare and Recommend Personnel Policies	4.85
D16	181	Plan and Conduct Staff Meetings	4.85
D2	45	Prepare and Maintain a Personnel Handbook	4.80
D8	45	Establish Staff Grievance Procedure	4.80
F10	49	Prepare Policy and Commendation Statements	4.80
H1	161	Assess the Need For Physical Facilities	4.80
D17	164	Prepare Bulletins and Other Communications Designed to Keep Staff Informed	4.70
B1	149	Establish Instructional Program Entry and Completion Requirements	4.65
B11	118	Provide for Adult/Continuing Education Program	4.65
G4	132	Organize and Work with a General Vocational Advisory Committee	4.65
G8	162	Participate in School Organizations	4.65
D14	167	Oversee the Work of Teachers and Other School Personnel	4.50
D21	93	Interpret and Apply Licensing and Certification Regulations	4.50

TABLE 2 (continued)

PROFESSIONAL DEVELOPMENT NEEDS
OF ADMINISTRATORS OF POSTSECONDARY
TECHNICAL/VOCATIONAL PROGRAMS

Statement Number	Valid Cases	Competency/Task Statement	Adjusted Need Index
E7	68	Provide for Inservice Programs for Supportive Personnel	4.50
D5	101	Establish Staff Selection and Recruitment Procedures	4.45
F13	207	Read and Use Information from Professional Journals, Reports, and Related Materials for Self-Improvement	4.45
G11	162	Encourage Staff Participation in Community, Civic, Service, and Social Organizations	4.40
G9	181	Participate in Community Organizations	4.40
A5	202	Involve Community Representatives in Program Planning and Development	4.35
G15	121	Obtain and Analyze Informal Feedback About the College	4.35
A14	143	Recommend Program Policies to the Administration and Board	4.30
D19	156	Recommend Staff Promotions and Dismissals	4.30
F4	194	Develop and Maintain Relationships with Personnel in Professional Organizations	4.30
G13	142	Conduct Orientation Programs for Students and Staff	4.30
H3	137	Assign Space According to Priority Needs	4.25
D3	150	Assess Program Staffing Requirement	4.15
G10	188	Promote Good Relationships Between Vocational and General Education Staff	4.15
B2	136	Establish Student Rules and Policies (Such as Attendance and Discipline)	3.95
B4	126	Design and Oversee Student Progress Reporting Procedures	3.95
F3	163	Develop and Maintain Professional Relationships with Staff Department of Education Personnel	3.95
F6	206	Participate in Professional Meetings for Self-Improvement	3.95

TABLE 2 (continued)

PROFESSIONAL DEVELOPMENT NEEDS
OF ADMINISTRATORS OF POSTSECONDARY
TECHNICAL/VOCATIONAL PROGRAMS

Statement Number	Valid Cases	Competency/Task Statement	Adjusted Need Index
D7	177	Recommend Potential Staff to the Administration and Board	3.85
A13	93	Establish School Admission and Graduation Requirements	3.80
C2	37	Oversee School Admission Services	3.80
F2	205	Develop and Maintain Professional Relationships with Other Administrators	3.70
A12	140	Approve Courses of Study	3.60
B3	179	Enforce Student Rules and Policies	3.45
D12	174	Schedule Staff Work Loads	3.40
F5	206	Participate in Professional Organizations	3.40
D4	135	Prepare Job Description	3.30
B13	172	Approve Selection of Instructional Materials	3.25
I6	96	Approve all Major Expenditures for Technical/Vocational Programs	3.25
D13	114	Schedule Staff leaves, Vacations, and Sabbaticals	3.20
I8	195	Respond to Business Correspondence	3.15
A15	137	Implement Local Board and Administration Policies	3.05
C3	57	Arrange for Work Study Programs	3.05
B5	177	Prepare a Master Schedule of Course Offerings	2.95
G12	193	Meet and Confer with Visitors	2.90
F7	203	Promote Professional Image Through Personal Appearance and Conduct	2.85
F1	202	Maintain Ethical Standards Expected of a Professional Educator	2.55
I7	159	Approve Requisitions and Work Orders	2.50

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Findings

The data for this phase of the study were obtained from administrators of postsecondary technical/vocational programs representing Texas public two-year postsecondary institutions. The administrators were surveyed to determine their present level of development and their desired level of development for 133 task/competency statements. The questionnaire used in conducting the professional needs assessment also obtained biographical data of the respondents. Data was collected in the areas of educational attainment, experience, professional improvement, and satisfaction with local institutional staff development activities.

It was found that seventy-nine percent of the responding administrators had previously been employed as an instructor for a postsecondary technical/vocational program. Eighty-seven percent of the administrators had wage earning experience in business, industry, or government. Nine percent of the administrators were pursuing a master's degree and thirteen percent were pursuing a doctorate.

Thirty-six percent of the responding administrators had not completed a professional development course in technical/vocational education. Ten percent of the administrators had completed fifteen or more professional vocational (technical/vocational) education courses. Seventy-five percent of the responding administrators had not completed a professional vocational teacher education course during the past two years.

In replying to the question, "Do you feel that the present in-service staff development efforts in your institution are adequate?", fifty-four percent of the

respondents (N=244) replied with a "No". Also, fifty-four percent of the respondents (N=237) felt that the institution did not provide useful assistance in developing a personalized plan for professional development.

The respondents to the professional development needs assessment questionnaire indicated a need for professional development for every one of the 133 competency/task statements on the questionnaire. Fifty-two percent of the statements that composed the upper quartile of the statements ranked in descending order were related to program planning, development, and evaluation.

Conclusions

A number of conclusions may be drawn from the findings of this study. The considered judgement of the respondents regarding their perception of their present level and desired level of development is an effective approach for identifying the professional development needs of current administrators of postsecondary technical/vocational education programs. The biographical data compiled provides a profile of the respondents' educational attainment, experience, and perception of institutional effectiveness as related to faculty development. Following are specific conclusions resulting from this endeavor.

1. The professional needs assessment questionnaire was a satisfactory method of securing data to be used in management decisions for priority personnel development activities at both the state and local levels.
2. The responses indicated that there was a desire by all of the respondents for professional development in order to carry out the

mission of the institution and achieve the objectives of postsecondary technical/vocational education.

3. The ranking of the competency/task statements in descending order by need index provides an appropriate database for the development of preservice and inservice professional development activities for administrators of postsecondary technical/vocational education.
4. The development and implementation of professional development activities based on the assessed needs can improve the ability of administrators of postsecondary technical/vocational education to meet the needs of special populations as defined in PL 101-392 (Carl Perkins II).
5. The effectiveness of most two-year postsecondary institutions in the area of faculty development can be increased by state-wide personnel development activities which address the identified professional development needs of the postsecondary administrators.

Recommendations

The following recommendations are listed for consideration of the Texas Higher Education Coordinating Board and the Texas State Board for Vocational Education.

1. Since all of the 133 competency/task statements were selected by the respondents as statements for which professional development was desired, it is recommended that the funds available to the state under the provisions of PL 101-392 be used to develop and

conducted professional development on a statewide basis for administrators of postsecondary technical/vocational education programs, services, and activities.

2. Vocational teacher education institutions should be encouraged through funded projects to develop, using the 133 competencies on the questionnaire, and conduct graduate courses for practicing administrators and potential administrators of postsecondary technical/vocational education.

3. Staff of the Texas Higher Education Coordinating Board should use the list of identified professional development needs to design and fund requests for proposals for the professional development of administrators of postsecondary technical/vocational education programs, services, and activities.

4. Finally, it is recommended that a similar assessment of the professional development needs of instructors of all postsecondary technical/vocational programs be completed next year.

APPENDICES

APPENDIX A

JOB INVENTORY SURVEY

PLEASE NOTE

Please check (✓) one of the positions listed below which best described your job title. If you check (✓) Division/Department Chair/Head please write in the name of the Division/Department or Program Vice President of Instruction ___ Dean of Instruction ___ Technical-Occupational Vice President of Instruction ___ Division Department/Program Chair/Head/Director ___ .

Name of Division/Department/Program: _____

JOB INVENTORY

Postsecondary Local Administrator's Task List		Page 1 of 15
The task you perform now (✓) In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment 1. Check (✓) only those tasks which you perform in your present assignment. 2. Do not rate any tasks until you have checked (✓) each task that you perform. 3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)	Check ✓ IF DONE NOW	Estimated time spent on task in your assignment this year. 1. Very much below average 2. Below average 3. Slightly below average 4. Average 5. Slightly above average 6. Above average 7. Very much above average
Category A: Program Planning, Development, and Evaluation		
A-1 Survey Student Interests	___	___
A-2 Collect and Analyze Manpower Needs Assessment Data	___	___
A-3 Direct Occupational Analysis for Use in Curriculum Development	___	___
A-4 Direct the Identification of Entry-Level Requirements for Jobs	___	___
A-5 Involve Community Representatives in Program Planning and Development	___	___
A-6 Obtain State and Federal Services an Resources for Program Development	___	___
A-7 Cooperate With District, County, Regional, and State Agencies in Developing and Operating Vocational Programs	___	___
A-8 Prepare Annual Program Plans	___	___
A-9 Prepare and Update Long-Range Program Plan	___	___
A-10 Develop Program Goals, Objectives, and Performance Measures for Technical/Vocational Programs and Courses	___	___
A-11 Coordinate District Curriculum Development Efforts	___	___
A-12 Approve Courses of Study	___	___
A-13 Establish School Admission and Graduation Requirements	___	___

Postsecondary Local Administrator's Task List		Page 2 of 15
The task you perform now (✓) ...n the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment 1. Check (✓) only those tasks which you perform in your present assignment. 2. Do not rate any tasks until you have checked (✓) each task that you perform. 3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)	Check ✓ IF DONE NOW	Estimated time spent on task in your assignment this year. 1. Very much below average 2. Below average 3. Slightly below average 4. Average 5. Slightly above average 6. Above average 7. Very much above average
Category A: Program Planning, Development, and Evaluation (continued)		
A-14 Recommend Program Policies to the Administration and Board		
A-15 Implement Local Board and Administration Policies		
A-16 Interpret and Apply State and/or Federal Vocational Education Legislation		
A-17 Interpret and Apply Other Relevant State and Federal Legislation (Such as JTPA)		
A-18 Develop Plans For Evaluating Instructional Programs		
A-19 Direct Self-Evaluation of the District Vocational Programs		
A-20 Involve External Evaluation personnel in Assessing Program Effectiveness		
A-21 Design and Select Instruments for Evaluation the Instructional Program		
A-22 Evaluate the Effectiveness of the Instructional Program		
A-23 Initiate Student and Employer Follow-Up Studies		
A-24 Analyze Student and Employer Follow-Up Studies		
A-25 Recommend Curriculum Revisions Based on Evaluation Change		
A-26 Assess Student Testing and Grading Procedures		

Postsecondary Local Administrator's Task List		Page 3 of 15
The task you perform now (✓) In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment 1. Check (✓) only those tasks which you perform in your present assignment. 2. Do not rate any tasks until you have checked (✓) each task that you perform. 3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)	Check ✓ IF DONE NOW	Estimated time spent on task in your assignment this year. 1. Very much below average 2. Below average 3. Slightly below average 4. Average 5. Slightly above average 6. Above average 7. Very much above average
Category A: Program Planning, Development, and Evaluation (continued)		
A-27 Analyze the School's and Community's Feelings Toward Educational Change		
A-28 Write Proposals for the Funding of New Programs and the Improvement of Existing Programs		
A-29 Coordinate Local Demonstration, Pilot, and Exemplary Programs		
A-30 Design and Oversee Local Research Studies		
A-31 Interpret and Use Research Results for Program Development and Improvement		
A-32 Develop Supplement/Remedial Instructional Programs to Meet Student Needs		
A-33 Prepare Program Articulation Agreements with Secondary Schools		
A-34 Develop 2+2(+2) Programs		
A-35 Install Competency-Based Instructional System		
Category B: Instructional Management		
B-1 Establish Instructional Program Entry and Completion Requirements		
B-2 Establish Student Rules and Policies (Such as Attendance and Discipline)		

Postsecondary Local Administrator's Task List		Page 4 of 15
The task you perform now (✓) In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment 1. Check (✓) only those tasks which you perform in your present assignment. 2. Do not rate any tasks until you have checked (✓) each task that you perform. 3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)	Check ✓ IF DONE NOW	Estimated time spent on task in your assignment this year. 1. Very much below average 2. Below average 3. Slightly below average 4. Average 5. Slightly above average 6. Above average 7. Very much above average
Category B: Instructional Planning (continued)		
B-3 Enforce Student Rules an Policies	____	____
B-4 Design and Oversee Student Progress Reporting Procedures	____	____
B-5 Prepare a Master Schedule of Course Offering	____	____
B-6 Guide Staff in Selecting and Using Effective Instructional Strategies (Such as Individualized Instruction)	____	____
B-7 Promote the Integration of Vocational Student Organizational Activities Into the Instructional Program	____	____
B-8 Provide for Cooperative Education Programs	____	____
B-9 Provide for Supplemental/Remedial Instructional Programs	____	____
B-10 Provide Programs For Special Populations	____	____
B-11 Provide for Adult/Continuing Education Program	____	____
B-12 Guide the Articulation of Secondary and Postsecondary Vocational Program Objectives	____	____
B-13 Approve Selection of Instructional Materials	____	____
B-14 Maintain a Learning Resources Center for Students	____	____
B-15 Provide for the Integration of Basic Academic Skills and Occupational Instruction	____	____

Postsecondary Local Administrator's Task List		Page 5 of 15
The task you perform now (✓) In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment 1. Check (✓) only those tasks which you perform in your present assignment. 2. Do not rate any tasks until you have checked (✓) each task that you perform. 3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)	Check ✓ IF DONE NOW	Estimated time spent on task in your assignment this year. 1. Very much below average 2. Below average 3. Slightly below average 4. Average 5. Slightly above average 6. Above average 7. Very much above average
Category C: Student Services		
C-1 Oversee Student Recruitment Activities		
C-2 Oversee School Admission Services		
C-3 Arrange for Work Study Programs		
C-4 Oversee Students Career Guidance and Assessment Services		
C-5 Oversee Job Placement and Follow-Up Services of Technical/Vocational Students		
C-6 Provide for a Student Record-Keeping System		
C-7 Interpret and Apply Student Rights, Laws, and Regulations		
Category D: Personnel Management		
D-1 Prepare and Recommend Personnel Policies		
D-2 Prepare and Maintain a Personnel Handbook		
D-3 Assess Program Staffing Requirement		
D-4 Prepare Job Description		
D-5 Establish Staff Selection and Recruitment Procedures		
D-6 Recruit and Interview Potential Staff		
D-7 Recommend Potential Staff to the Administration and Board		
D-8 Participate in Negotiating Staff Working Agreement		

Postsecondary Local Administrator's Task List		Page 6 of 15
The task you perform now (✓) In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment 1. Check (✓) only those tasks which you perform in your present assignment. 2. Do not rate any tasks until you have checked (✓) each task that you perform. 3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)	Check ✓ IF DONE NOW	Estimated time spent on task in your assignment this year. 1. Very much below average 2. Below average 3. Slightly below average 4. Average 5. Slightly above average 6. Above average 7. Very much above average
Category D: Personnel Management (continued)		
D-9 Establish Staff Grievance Procedures		
D-10 Resolve Staff Grievance and Complaints		
D-11 Interpret the Staff Benefits Program		
D-12 Counsel and Advise Staff on Professional Matters		
D-13 Schedule Staff Work Loads		
D-14 Schedule Staff leaves, Vacations, and Sabbaticals		
D-15 Oversee the Work of Teachers and Other School Personnel		
D-16 Provide for a Staff Record-Keeping System		
D-17 Plan and Conduct Staff Meetings		
D-18 Prepare Bulletins and Other Communications Designed to Keep Staff Informed		
D-19 Observe and Evaluate Staff Performance		
D-20 Recommend Staff Promotions and Dismissals		
D-21 Provide Guidance to the Staff on Legal Matters Affecting the School Program		
D-22 Interpret and Apply Licensing and Certification Regulations		
D-23 Interpret and Apply Labor Laws and Regulations		
D-24 Interpret and Apply Affirmative Action Laws and Regulations		

Postsecondary Local Administrator's Task List		Page 7 of 15
The task you perform now (✓) In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment 1. Check (✓) only those tasks which you perform in your present assignment. 2. Do not rate any tasks until you have checked (✓) each task that you perform. 3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)	Check ✓ IF DONE NOW	Estimated time spent on task in your assignment this year. 1. Very much below average 2. Below average 3. Slightly below average 4. Average 5. Slightly above average 6. Above average 7. Very much above average
Category E: Staff Development		
E-1 Assess Staff Development Needs		
E-2 Assist in the Preparation of Individual Staff Profiles		
E-3 Counsel with Staff Regarding Personnel Development Needs and Activities		
E-4 Establish and Maintain a Staff Learning Resources Center		
E-5 Conduct Workshops and Other Inservice Programs for Professional Personnel		
E-6 Arrange for Workshops and Other Inservice Programs for Professional Personnel		
E-7 Provide for Inservice Programs for Supportive Personnel		
E-8 Provide for Preservice Programs for Professional Personnel		
E-9 Arrange for Staff Exchanges With Business and Industry		
E-10 Evaluate Staff Development Programs		
Category F: Professional Relations and Self-Development		
F-1 Maintain Ethical Standards Expected of a Professional Educator		
F-2 Develop and Maintain Professional Relationships with Other Administrators		

Postsecondary Local Administrator's Task List		Page 8 of 15
The task you perform now (✓) In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment 1. Check (✓) only those tasks which you perform in your present assignment. 2. Do not rate any tasks until you have checked (✓) each task that you perform. 3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)	Check ✓ IF DONE NOW	Estimated time spent on task in your assignment this year. 1. Very much below average 2. Below average 3. Slightly below average 4. Average 5. Slightly above average 6. Above average 7. Very much above average
Category F: Professional Relations and Self-Development (continued)		
F-3 Develop and Maintain Professional Relationships with Staff Department of Education Personnel		
F-4 Develop and Maintain Relationships with Personnel in Professional Organizations		
F-5 Participate in Professional Organizations		
F-6 Participate in Professional Meetings for Self-Improvement		
F-7 Promote Professional Image Through Personal Appearance and Conduct		
F-8 Assist with the Development of State and/or Federal Plans for Vocational Education		
F-9 Participate in the Development of Vocational Education Legislation		
F-10 Prepare Policy and Commendation Statements		
F-11 Represent Instructor Interests and Concerns to Other Administrators and the Board		
F-12 Develop Effective Interpersonal Skills		
F-13 Read and Use Information from Professional Journals, Reports, and Related Materials for Self-Improvement		
F-14 Apply Management By Objectives (MBO) Techniques to Personal Work Assignment		

Postsecondary Local Administrator's Task List		Page 9 of 15
The task you perform now (✓) In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment 1. Check (✓) only those tasks which you perform in your present assignment. 2. Do not rate any tasks until you have checked (✓) each task that you perform. 3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)	Check ✓ IF DONE NOW	Estimated time spent on task in your assignment this year. 1. Very much below average 2. Below average 3. Slightly below average 4. Average 5. Slightly above average 6. Above average 7. Very much above average
Category F: Professional Relations and Self-Development (continued)		
F-15 Develop Cooperative Problem-Solving and Decision-Making Skills		
F-16 Assess Personal Performance as an Administrator		
Category G: School-Community Relations		
G-1 Develop a Plan for Promoting Good Public Relations		
G-2 Prepare and Recommend Public Relations and Communications Policies		
G-3 Coordinate Use of Occupational (Craft) Advisory Committees		
G-4 Organize and Work with a General Vocational Advisory Committees		
G-5 Develop Working Relationships with Employers and Agencies		
G-6 Prepare and Recommend Cooperative Agreements with Other Agencies		
G-7 Involve Community Leaders (Political and Non-Political) in School Programs and Activities		
G-8 Participate in School Organizations		
G-9 Participate in Community Organizations		

Postsecondary Local Administrator's Task List		Page 10 of 15
The task you perform now (√) In the "Time Spent" column, rate only those tasks you have checked (√) in your present assignment 1. Check (√) only those tasks which you perform in your present assignment. 2. Do not rate any tasks until you have checked (√) each task that you perform. 3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (√)	Check √ IF DONE NOW	Estimated time spent on task in your assignment this year. 1. Very much below average 2. Below average 3. Slightly below average 4. Average 5. Slightly above average 6. Above average 7. Very much above average
Category G: School-Community Relations (continued)		
G-10 Promote Good Relationships Between Vocational and General Education Staff		
G-11 Encourage Staff Participation in Community Civic, Service, and Social Organizations		
G-12 Promote Cooperative Efforts of Parent and Teacher Groups		
G-13 Conduct Conferences with Individuals Relative to the Technical/Vocational Programs		
G-14 Meet and Confer with Visitors		
G-15 Conduct Informational Programs for the Public (Such as Open House and Career Awareness Programs)		
G-16 Make Public Hearings and Meetings on School Issues		
G-17 Conduct Public Hearings and meetings on School Issues		
G-18 Conduct Orientation Programs for Students and Staff		
G-19 Conduct Recognition Programs for Students, Staff, and Community Supporters		
G-20 Plan for Exhibits and Displays		
G-21 Develop Materials to Promote the Vocational Programs		
G-22 Write News Released for College and Area Media		

Postsecondary Local Administrator's Task List		Page 11 of 15
The task you perform now (✓) In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment 1. Check (✓) only those tasks which you perform in your present assignment. 2. Do not rate any tasks until you have checked (✓) each task that you perform. 3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)	Check ✓ IF DONE NOW	Estimated time spent on task in your assignment this year. 1. Very much below average 2. Below average 3. Slightly below average 4. Average 5. Slightly above average 6. Above average 7. Very much above average
Category G: School-Community Relations (continued)		
G-23 Obtain and Analyze Informal Feedback About the School	____	____
G-24 Evaluate the Public Relations Program	____	____
G-25 Interpret and Apply Public "Right-To-Know" Laws and Regulations	____	____
Category H: Facilities and Equipment Management		
H-1 Asses the Need For Physical Facilities	____	____
H-2 Conduct Land and Facility Feasibility Studies	____	____
H-3 Recommend Building Sites	____	____
H-4 Recommend the Selection of An Architect	____	____
H-5 Oversee Architectural Planning	____	____
H-6 Submit Facility and Equipment Specifications	____	____
H-7 Analyze Building and Equipment Contract Bids	____	____
H-8 Recommend Acceptance of New Building	____	____
H-9 Procure Equipment and Furnishings	____	____
H-10 Plan Space Requirements for Programs	____	____

Postsecondary Local Administrator's Task List		Page 12 of 15
The task you perform now (√) In the "Time Spent" column, rate only those tasks you have checked (√) in your present assignment 1. Check (√) only those tasks which you perform in your present assignment. 2. Do not rate any tasks until you have checked (√) each task that you perform. 3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (√)	Check √ IF DONE NOW	Estimated time spent on task in your assignment this year. 1. Very much below average 2. Below average 3. Slightly below average 4. Average 5. Slightly above average 6. Above average 7. Very much above average
Category H: Facilities and Equipment Management (continued)		
H-11 Assign Space According to Priority Needs		
H-12 Develop and Implement an Equipment and Supply Inventory System		
H-13 Establish Preventive Maintenance Program for Equipment and Facilities		
H-14 Interpret and Apply Health and Safety Laws and Regulations		
H-15 Develop an Implement Safety Programs		
H-16 Establish Emergency Plans (Such as Fire and Disaster)		
H-17 Establish and Oversee a Security Program		
H-18 Schedule and Oversee Community's Use of Facilities		
H-19 Develop Long-Range Facility and Equipment Plans		
H-20 Prepare and Submit Renovation and Alteration Plans		
Category I: Business and Financial Management		
I-1 Prepare and Recommend Financial Policies		
I-2 Establish Purchasing and Payment Procedures		

Postsecondary Local Administrator's Task List		Page 13 of 15
The task you perform now (✓) In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment 1. Check (✓) only those tasks which you perform in your present assignment. 2. Do not rate any tasks until you have checked (✓) each task that you perform. 3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)	Check ✓ IF DONE NOW	Estimated time spent on task in your assignment this year. 1. Very much below average 2. Below average 3. Slightly below average 4. Average 5. Slightly above average 6. Above average 7. Very much above average

Category I: Professional Role and Development (continued)

I-3	Establish Receiving and Shipping Procedures	____	____
I-4	Prepare and Regulate Program Budgets	____	____
I-5	Prepare Long-Range Budgets Based on Total Program Requirements	____	____
I-6	Adopt an Appropriate Financial Accounting Systems	____	____
I-7	Analyze the Cost of Operating Various Instructional Programs	____	____
I-8	Locate Sources of Funds for Program Development and Operation	____	____
I-9	Approve all Major Expenditures	____	____
I-10	Approve Requisitions and Work Orders	____	____
I-11	Determine Insurance Coverage Needs	____	____
I-12	Respond to Business Correspondence	____	____
I-13	Prepare Local, State, and Federal Reports	____	____

Postsecondary Local Administrator's Task List	Page 14 of 15
First, write in all tasks that you perform that were not listed on the previous pages. Second, use the numbers "1" through "7" to indicate the amount of time you spent on each task which you have written in below.	Estimated time spent on task in your assignment this year. 1. Very much below average 2. Below average 3. Slightly below average 4. Average 5. Slightly above average 6. Above average 7. Very much above average

Postsecondary Local Administrator's Task List	Page 15 of 15
First, write in all tasks that you perform that were not listed on the previous pages. Second, use the numbers "1" through "7" to indicate the amount of time you spent on each task which you have written in below. After you have completed the first and and second steps, write in any tasks not previously listed (on the survey or by you) that you feel a person in your position should perform to improve technical/vocational education.	Estimated time spent on task in your assignment this year. 1. Very much below average 2. Below average 3. Slightly below average 4. Average 5. Slightly above average 6. Above average 7. Very much above average

APPENDIX B

NEEDS ASSESSMENT QUESTIONNAIRE FOR ADMINISTRATORS OF POSTSECONDARY TECHNICAL/ VOCATIONAL PROGRAMS

PROFESSIONAL IMPROVEMENT NEEDS
ASSESSMENT QUESTIONNAIRE FOR POSTSECONDARY
ADMINISTRATORS OF TECHNICAL/VOCATIONAL PROGRAMS

BACKGROUND INFORMATION

1. Position:

What is the title of your present position?

_____

2. Education:

a. Please check (✓) your highest level of educational attainment.

High School/GED ___ Technical Diploma ___ Associate's Degree ___

Bachelor's ___ Master's ___ Doctorate ___

b. Major or emphasis of degree: Bachelor's _____

Master's _____ Doctorate _____

3. Experience:

a. Please check (✓) the statement that best describes your employment in education.

a-1. Secondary teacher

Academic	No. of Years	Technical/ Vocational
___	1 - 5	_____
___	6 - 10	_____
___	11 or more	_____

a-2. Postsecondary instructor

Academic	No. of Years	Technical/ Vocational
___	1 - 5	_____
___	6 - 10	_____
___	11 or more	_____

Administrator/Supervisor

a-3. Secondary	No. of Years	a-4. Postsecondary
_____	1 - 5	_____
_____	6 - 10	_____
_____	11 or more	_____

Other: (specify position and years employed):

_____

_____

_____

b. Please check (✓) the statement that best describes your previous employment outside the field of education.

b-1. Employed by Business, Industry or Government (include military)	No. of Years	b-2. Self Employed
_____	1 - 5	_____
_____	6 - 10	_____
_____	11 or more	_____

4. Please list a maximum of six college courses which you feel especially prepared you for your present position.

_____ _____

_____ _____

_____ _____

5. What college courses have you completed or workshops you have attended since being employed in your present position that have been most beneficial to you in carrying out your assigned responsibilities? (Do not list more than six).

_____ _____

_____ _____

_____ _____

6. If you are presently working on a degree please check (✓) the degree on which you working.

Bachelor's ___ Master's ___ Doctorate ___

7. If you are not presently pursuing a degree, but you do plan or desire to pursue a higher degree, please place a check (✓) in the blank by the degree you desire to obtain.

Bachelor's ___ Master's ___ Doctorate ___

8. How many professional vocational teacher education courses have you completed and for which you have earned college credit? (Example: Methods of teaching vocational education; Curriculum Development; Administration/Supervision of Vocational Education; Career Counseling; Career Aptitude testing). Do not include subject content or technical courses!

Please check (✓) the most appropriate answer.

___ None ___ 7 - 9 courses

___ 1 - 3 courses ___ 10 - 15 courses

___ 4 - 6 courses ___ More than 16 courses

9. How many of the courses which you checked (✓) in response to question 8 have you completed during the past two years?

___ None ___ 1 course ___ 2 courses ___ 3 courses

___ 4 or more courses

10. Are technical/vocational faculty (includes administrators and career counselors) at your institution required to participate in professional improvement activities?

___ Yes ___ No

11. Do you feel that the present in-service staff development efforts in your institution are adequate? ___ Yes ___ No

12. Are faculty in your institution provided <u>useful</u> assistance in developing a personalized plan for professional improvement? ___ Yes ___ No

PROFESSIONAL NEEDS ASSESSMENT
for
ADMINISTRATORS OF POSTSECONDARY TECHNICAL/VOCATIONAL PROGRAMS

INSTRUCTIONS

This questionnaire is being used to identify the professional improvement needs of administrators of postsecondary technical/vocational programs. *Your individual responses will be kept in strict confidence.*

1. Read each item and indicate at the left of the task/competency statement whether the statement is or is not applicable to your present position. Circle (Y) for yes or circle (N) for no.

2. If you circle an "N" do not rate the statement. Go to the next statement and repeat step 1.

3. If you circled a "Y" for the statement then:

   a. First, rate your present performance level for the statement by circling the number that best indicates your ability to perform the competency statement. Placing a circle around the (1) will indicate that your ability for this statement is low. Placing a circle around the (5) will indicate your ability to perform this statement is high.

   b. Second, rate your desired performance level for the statement by circling the number that best indicates the level at which you would prefer to perform the competency statement. Placing a circle around the (1) would indicate a low level of desire. Placing a circle around the (5) would indicate that you desire to perform the statement at a high level.

PROFESSIONAL NEEDS ASSESSMENT
OF
ADMINISTRATORS OF POSTSECONDARY TECHNICAL/VOCATIONAL PROGRAMS

Applicable Yes	Applicable No	Task/Competency Statement	Present level of competency (Low 1 2 3 4 5 High)	Desired level of competency (Low 1 2 3 4 5 High)
		Examples:		
Y	N	a. Establish school admission requirements	1 2 3 4 5	1 2 3 4 5
Y	N	b. Plan 2+2 programs	1 2 3 4 5	1 2 3 4 5
		Category A: Program Planning, Development, and Evaluation		
Y	N	A-1 Survey Student Interests	1 2 3 4 5	1 2 3 4 5
Y	N	A-2 Collect and Analyze Manpower	1 2 3 4 5	1 2 3 4 5
Y	N	A-3 Direct Occupational Analysis for Use in Curriculum Development	1 2 3 4 5	1 2 3 4 5
Y	N	A-4 Direct the Identification of Entry-Level Requirements for Jobs	1 2 3 4 5	1 2 3 4 5
Y	N	A-5 Involve Community Representatives in Program Planning and Development	1 2 3 4 5	1 2 3 4 5
Y	N	A-6 Obtain State and Federal Services and Resources for Program Development	1 2 3 4 5	1 2 3 4 5
Y	N	A-7 Cooperate With District, County, Regional, and State Agencies in Developing and Operating Vocational Programs	1 2 3 4 5	1 2 3 4 5
Y	N	A-8 Prepare Annual Program Plans	1 2 3 4 5	1 2 3 4 5
Y	N	A-9 Prepare and Update Long-Range Program Plan	1 2 3 4 5	1 2 3 4 5
Y	N	A-10 Develop Program Goals, Objectives, and Performance Measures for Technical/Vocational Programs and Courses	1 2 3 4 5	1 2 3 4 5
Y	N	A-11 Coordinate District Curriculum Development Efforts	1 2 3 4 5	1 2 3 4 5
Y	N	A-12 Approve Courses of Study	1 2 3 4 5	1 2 3 4 5

PROFESSIONAL NEEDS ASSESSMENT
OF
ADMINISTRATORS OF POSTSECONDARY TECHNICAL/
VOCATIONAL PROGRAMS (continued)

Applicable Yes	Applicable No	Task/Competency Statement	Present level of competency Low 1 2 3 4 5 High	Desired level of competency Low 1 2 3 4 5 High
		Category A: Program Planning, Development, and Evaluation (continued)		
Y	N	A-13 Establish School Admission and Graduation Requirements	1 2 3 4 5	1 2 3 4 5
Y	N	A-14 Recommend Program Policies to the Administration and Board	1 2 3 4 5	1 2 3 4 5
Y	N	A-15 Implement Local Board and Administration Policies	1 2 3 4 5	1 2 3 4 5
Y	N	A-16 Interpret and Apply State and/or Federal Vocational Education Legislation	1 2 3 4 5	1 2 3 4 5
Y	N	A-17 Interpret and Apply Other Relevant State and Federal Legislation (Such as JTPA)	1 2 3 4 5	1 2 3 4 5
Y	N	A-18 Develop Plans For Evaluating Instructional Programs	1 2 3 4 5	1 2 3 4 5
Y	N	A-19 Direct Self-Evaluation of the District Vocational Programs	1 2 3 4 5	1 2 3 4 5
Y	N	A-20 Involve External Evaluation personnel in Assessing Program Effectiveness	1 2 3 4 5	1 2 3 4 5
Y	N	A-21 Design and Select Instruments for Evaluatng the Instructional Program	1 2 3 4 5	1 2 3 4 5
Y	N	A-22 Evaluate the Effectiveness of the Instructional Program	1 2 3 4 5	1 2 3 4 5
Y	N	A-23 Initiate Student and Employer Follow-Up Studies	1 2 3 4 5	1 2 3 4 5
Y	N	A-24 Analyze Student and Employer Follow-Up Studies	1 2 3 4 5	1 2 3 4 5
Y	N	A-25 Recommend Curriculum Revisions Based on Evaluation Change	1 2 3 4 5	1 2 3 4 5

PROFESSIONAL NEEDS ASSESSMENT
OF
ADMINISTRATORS OF POSTSECONDARY TECHNICAL/
VOCATIONAL PROGRAMS (continued)

Applicable Yes	Applicable No	Task/Competency Statement	Present level of competency Low 1 2 3 4 5 High	Desired level of competency Low 1 2 3 4 5 High
		Category A: Program Planning, Development, and Evaluation (continued)		
Y	N	A-26 Assess Student Testing and Grading Procedures	1 2 3 4 5	1 2 3 4 5
Y	N	A-27 Analyze the School's and Community's Feelings Toward Educational Change	1 2 3 4 5	1 2 3 4 5
Y	N	A-28 Write Proposals for the Funding of New Programs and the Improvement of Existing Programs	1 2 3 4 5	1 2 3 4 5
Y	N	A-29 Coordinate Local Demonstration, Pilot, and Exemplary Programs	1 2 3 4 5	1 2 3 4 5
Y	N	A-30 Design and Oversee Local Research Studies	1 2 3 4 5	1 2 3 4 5
Y	N	A-31 Interpret and Use Research Results for Program Development and Improvement	1 2 3 4 5	1 2 3 4 5
Y	N	A-32 Develop Supplemental/Remedial Instructional Programs to Meet Student Needs	1 2 3 4 5	1 2 3 4 5
Y	N	A-33 Prepare Program Articulation Agreements with Secondary Schools	1 2 3 4 5	1 2 3 4 5
Y	N	A-34 Develop 2+2(+2) Programs	1 2 3 4 5	1 2 3 4 5
Y	N	A-35 Install Competency-Based Instructional System	1 2 3 4 5	1 2 3 4 5
		Category B: Instructional Management		
Y	N	B-1 Establish Instructional Program Entry and Completion Requirements	1 2 3 4 5	1 2 3 4 5
Y	N	B-2 Establish Student Rules and Policies (Such as Attendance and Discipline)	1 2 3 4 5	1 2 3 4 5

PROFESSIONAL NEEDS ASSESSMENT
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ADMINISTRATORS OF POSTSECONDARY TECHNICAL/
VOCATIONAL PROGRAMS (continued)

Applicable Yes	Applicable No	Task/Competency Statement	Present level of competency (Low 1 2 3 4 5 High)	Desired level of competency (Low 1 2 3 4 5 High)
		Category B: Instructional Management (continued)		
Y	N	B-3 Enforce Student Rules and Policies	1 2 3 4 5	1 2 3 4 5
Y	N	B-4 Design and Oversee Student Progress Reporting Procedures	1 2 3 4 5	1 2 3 4 5
Y	N	B-5 Prepare a Master Schedule of Course Offerings	1 2 3 4 5	1 2 3 4 5
Y	N	B-6 Guide Staff in Selecting and Using Effective Instructional Strategies (Such as Individualized Instruction)	1 2 3 4 5	1 2 3 4 5
Y	N	B-7 Promote the Integration of Vocational Student Organizational Activities into the Instructional Program	1 2 3 4 5	1 2 3 4 5
Y	N	B-8 Provide for Cooperative Education Programs	1 2 3 4 5	1 2 3 4 5
Y	N	B-9 Provide for Supplemental/Remedial Instructional Programs	1 2 3 4 5	1 2 3 4 5
Y	N	B-10 Provide Programs For Special Populations	1 2 3 4 5	1 2 3 4 5
Y	N	B-11 Provide for Adult/Continuing Education Program	1 2 3 4 5	1 2 3 4 5
Y	N	B-12 Guide the Articulation of Secondary and Postsecondary Vocational Program Objectives	1 2 3 4 5	1 2 3 4 5
Y	N	B-13 Approve Selection of Instructional Materials	1 2 3 4 5	1 2 3 4 5
Y	N	B-14 Maintain a Learning Resources Center for Students	1 2 3 4 5	1 2 3 4 5
Y	N	B-15 Provide for the Integration of Basic Academic Skills and Occupational Instruction	1 2 3 4 5	1 2 3 4 5

PROFESSIONAL NEEDS ASSESSMENT
OF
ADMINISTRATORS OF POSTSECONDARY TECHNICAL/
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Applicable		Task/Competency Statement	Present level of competency	Desired level of competency
Yes	No		Low 1 2 3 4 5 High	Low 1 2 3 4 5 High
		Category C: Student Services		
Y	N	C-1 Oversee Student Recruitment Activities	1 2 3 4 5	1 2 3 4 5
Y	N	C-2 Oversee School Admission Services	1 2 3 4 5	1 2 3 4 5
Y	N	C-3 Arrange for Work Study Programs	1 2 3 4 5	1 2 3 4 5
Y	N	C-4 Oversee Students' Career Guidance and Assessment Services	1 2 3 4 5	1 2 3 4 5
Y	N	C-5 Oversee Job Placement and Follow-Up Services of Technical/Vocational Students	1 2 3 4 5	1 2 3 4 5
Y	N	C-6 Provide for a Student Record-Keeping System	1 2 3 4 5	1 2 3 4 5
Y	N	C-7 Interpret and Apply Student Rights, Laws, and Regulations	1 2 3 4 5	1 2 3 4 5
		Category D: Personnel Management		
Y	N	D-1 Prepare and Recommend Personnel Policies	1 2 3 4 5	1 2 3 4 5
Y	N	D-2 Prepare and Maintain a Personnel Handbook	1 2 3 4 5	1 2 3 4 5
Y	N	D-3 Assess Program Staffing Requirement	1 2 3 4 5	1 2 3 4 5
Y	N	D-4 Prepare Job Description	1 2 3 4 5	1 2 3 4 5
Y	N	D-5 Establish Staff Selection and Recruitment Procedures	1 2 3 4 5	1 2 3 4 5
Y	N	D-6 Recruit and Interview Potential Staff	1 2 3 4 5	1 2 3 4 5
Y	N	D-7 Recommend Potential Staff to the Administration and Board	1 2 3 4 5	1 2 3 4 5

PROFESSIONAL NEEDS ASSESSMENT
OF
ADMINISTRATORS OF POSTSECONDARY TECHNICAL/
VOCATIONAL PROGRAMS (continued)

Applicable Yes	Applicable No	Task/Competency Statement	Present level of competency Low 1 2 3 4 5 High	Desired level of competency Low 1 2 3 4 5 High
		Category D: Personnel Management (continued)		
Y	N	D-8 Establish Staff Grievance Procedures	1 2 3 4 5	1 2 3 4 5
Y	N	D-9 Resolve Staff Grievances and Complaints	1 2 3 4 5	1 2 3 4 5
Y	N	D-10 Interpret the Staff Benefits Program	1 2 3 4 5	1 2 3 4 5
Y	N	D-11 Counsel and Advise Staff on Professional Matters	1 2 3 4 5	1 2 3 4 5
Y	N	D-12 Schedule Staff Work Loads	1 2 3 4 5	1 2 3 4 5
Y	N	D-13 Schedule Staff leaves, Vacations, and Sabbaticals	1 2 3 4 5	1 2 3 4 5
Y	N	D-14 Oversee the Work of Teachers and Other School Personnel	1 2 3 4 5	1 2 3 4 5
Y	N	D-15 Provide for a Staff Record-Keeping System	1 2 3 4 5	1 2 3 4 5
Y	N	D-16 Plan and Conduct Staff Meetings	1 2 3 4 5	1 2 3 4 5
Y	N	D-17 Prepare Bulletins and Other Communications Designed to Keep Staff Informed	1 2 3 4 5	1 2 3 4 5
Y	N	D-18 Observe and Evaluate Staff Performance	1 2 3 4 5	1 2 3 4 5
Y	N	D-19 Recommend Staff Promotions and Dismissals	1 2 3 4 5	1 2 3 4 5
Y	N	D-20 Provide Guidance to the Staff on Legal Matters Affecting the School Program	1 2 3 4 5	1 2 3 4 5
Y	N	D-21 Interpret and Apply Licensing and Certification Regulations	1 2 3 4 5	1 2 3 4 5

PROFESSIONAL NEEDS ASSESSMENT
OF
ADMINISTRATORS OF POSTSECONDARY TECHNICAL/
VOCATIONAL PROGRAMS (continued)

Applicable Yes	Applicable No	Task/Competency Statement	Present level of competency Low 1 2 3 4 5 High	Desired level of competency Low 1 2 3 4 5 High
		Category D: Personnel Management (continued)		
Y	N	D-22 Interpret and Apply Labor Laws and Regulations	1 2 3 4 5	1 2 3 4 5
Y	N	D-23 Interpret and Apply Affirmative Action Laws and Regulations	1 2 3 4 5	1 2 3 4 5
		Category E: Staff Development		
Y	N	E-1 Assess Staff Development Needs	1 2 3 4 5	1 2 3 4 5
Y	N	E-2 Assist in the Preparation of Individual Staff Profiles	1 2 3 4 5	1 2 3 4 5
Y	N	E-3 Counsel with Staff Regarding Personnel Development Needs and Activities	1 2 3 4 5	1 2 3 4 5
Y	N	E-4 Establish and Maintain a Staff Learning Resources Center	1 2 3 4 5	1 2 3 4 5
Y	N	E-5 Conduct Workshops and Other Inservice Programs for Professional Personnel	1 2 3 4 5	1 2 3 4 5
Y	N	E-6 Arrange for Workshops and Other Inservice Programs for Professional Personnel	1 2 3 4 5	1 2 3 4 5
Y	N	E-7 Provide for Inservice Programs for Supportive Personnel	1 2 3 4 5	1 2 3 4 5
Y	N	E-8 Provide for Preservice Programs for Professional Personnel	1 2 3 4 5	1 2 3 4 5
Y	N	E-9 Arrange for Staff Exchanges With Business and Industry	1 2 3 4 5	1 2 3 4 5
Y	N	E-10 Evaluate Staff Development Programs	1 2 3 4 5	1 2 3 4 5

PROFESSIONAL NEEDS ASSESSMENT
OF
ADMINISTRATORS OF POSTSECONDARY TECHNICAL/
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Applicable Yes	Applicable No	Task/Competency Statement	Present level of competency (Low 1 2 3 4 5 High)	Desired level of competency (Low 1 2 3 4 5 High)
		Category F: Professional Relations and Self-Development		
Y	N	F-1 Maintain Ethical Standards Expected of a Professional Educator	1 2 3 4 5	1 2 3 4 5
Y	N	F-2 Develop and Maintain Professional Relationships with Other Administrators	1 2 3 4 5	1 2 3 4 5
Y	N	F-3 Develop and Maintain Professional Relationships with Staff Department of Education Personnel	1 2 3 4 5	1 2 3 4 5
Y	N	F-4 Develop and Maintain Relationships with Personnel in Professional Organizations	1 2 3 4 5	1 2 3 4 5
Y	N	F-5 Participate in Professional Organizations	1 2 3 4 5	1 2 3 4 5
Y	N	F-6 Participate in Professional Meetings for Self-Improvement	1 2 3 4 5	1 2 3 4 5
Y	N	F-7 Promote Professional Image Through Personal Appearance and Conduct	1 2 3 4 5	1 2 3 4 5
Y	N	F-8 Assist with the Development of State and/or Federal Plans for Vocational Education	1 2 3 4 5	1 2 3 4 5
Y	N	F-9 Participate in the Development of Vocational Education Legislation	1 2 3 4 5	1 2 3 4 5
Y	N	F-10 Prepare Policy and Commendation Statements	1 2 3 4 5	1 2 3 4 5
Y	N	F-11 Represent Instructor Interests and Concerns to Other Administrators and the Board	1 2 3 4 5	1 2 3 4 5
Y	N	F-12 Develop Effective Interpersonal Skills	1 2 3 4 5	1 2 3 4 5

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OF
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Applicable Yes	Applicable No	Task/Competency Statement	Present level of competency (Low 1 2 3 4 5 High)	Desired level of competency (Low 1 2 3 4 5 High)
		Category F: Professional Relations and Self-Development (continued)		
Y	N	F-13 Read and Use Information from Professional Journals, Reports, and Related Materials for Self-Improvement	1 2 3 4 5	1 2 3 4 5
Y	N	F-14 Apply Management By Objectives (MBO) Techniques to Personal Work Assignment	1 2 3 4 5	1 2 3 4 5
Y	N	F-15 Develop Cooperative Problem-Solving and Decision-Making Skills	1 2 3 4 5	1 2 3 4 5
Y	N	F-16 Assess Personal Performance as an Administrator	1 2 3 4 5	1 2 3 4 5
		Category G: School-Community Relations		
Y	N	G-1 Develop a Plan for Promoting Good Public Relations	1 2 3 4 5	1 2 3 4 5
Y	N	G-2 Prepare and Recommend Public Relations and Communications Policies	1 2 3 4 5	1 2 3 4 5
Y	N	G-3 Coordinate Use of Occupational (Craft) Advisory Committees	1 2 3 4 5	1 2 3 4 5
Y	N	G-4 Organize and Work with a General Vocational Advisory Committee	1 2 3 4 5	1 2 3 4 5
Y	N	G-5 Develop Working Relationships with Employers and Agencies	1 2 3 4 5	1 2 3 4 5
Y	N	G-6 Prepare and Recommend Cooperative Agreements with Other Agencies	1 2 3 4 5	1 2 3 4 5
Y	N	G-7 Involve Community Leaders (Political and Non-Political) in School Programs and Activities	1 2 3 4 5	1 2 3 4 5
Y	N	G-8 Participate in School Organizations	1 2 3 4 5	1 2 3 4 5

PROFESSIONAL NEEDS ASSESSMENT
OF
ADMINISTRATORS OF POSTSECONDARY TECHNICAL/
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Applicable Yes	Applicable No	Task/Competency Statement	Present level of competency Low 1 2 3 4 5 High	Desired level of competency Low 1 2 3 4 5 High
		Category G: School-Community Relations (continued)		
Y	N	G-9 Participate in Community Organizations	1 2 3 4 5	1 2 3 4 5
Y	N	G-10 Promote Good Relationships Between Vocational and General Education Staff	1 2 3 4 5	1 2 3 4 5
Y	N	G-11 Encourage Staff Participation in Community Civic, Service, and Social Organizations	1 2 3 4 5	1 2 3 4 5
Y	N	G-12 Meet and Confer with Visitors	1 2 3 4 5	1 2 3 4 5
Y	N	G-13 Conduct Orientation Programs for Students and Staff	1 2 3 4 5	1 2 3 4 5
Y	N	G-14 Write News Releases for College and Area Media	1 2 3 4 5	1 2 3 4 5
Y	N	G-15 Obtain and Analyze Informal Feedback About the College	1 2 3 4 5	1 2 3 4 5
		Category H: Facilities and Equipment Management		
Y	N	H-1 Assess the Need For Physical Facilities	1 2 3 4 5	1 2 3 4 5
Y	N	H-2 Plan Space Requirements for Programs	1 2 3 4 5	1 2 3 4 5
Y	N	H-3 Assign Space According to Priority Needs	1 2 3 4 5	1 2 3 4 5
Y	N	H-4 Interpret and Apply Health and Safety Laws and Regulations	1 2 3 4 5	1 2 3 4 5

PROFESSIONAL NEEDS ASSESSMENT
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Applicable		Task/Competency Statement	Present level of competency	Desired level of competency
Yes	No		Low 1 2 3 4 5 High	Low 1 2 3 4 5 High
		Category I: Business and Financial Management		
Y	N	I-1 Establish Receiving and Shipping Procedures	1 2 3 4 5	1 2 3 4 5
Y	N	I-2 Prepare and Regulate Program Budgets	1 2 3 4 5	1 2 3 4 5
Y	N	I-3 Prepare Long-Range Budgets Based on Total Program Requirements	1 2 3 4 5	1 2 3 4 5
Y	N	I-4 Analyze the Cost of Operating Various Instructional Programs	1 2 3 4 5	1 2 3 4 5
Y	N	I-5 Locate Sources of Funds for Program Development and Operation	1 2 3 4 5	1 2 3 4 5
Y	N	I-6 Approve all Major Expenditures for Technical/Vocational Programs	1 2 3 4 5	1 2 3 4 5
Y	N	I-7 Approve Requisitions and Work Orders	1 2 3 4 5	1 2 3 4 5
Y	N	I-8 Respond to Business Correspondence	1 2 3 4 5	1 2 3 4 5
Y	N	I-9 Prepare Local, State, and Federal Reports	1 2 3 4 5	1 2 3 4 5